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Examples and Resources for Teachers and Administrators to Support Family Engagement in Early Literacy

This document accompanies the Family Engagement in Early Literacy Rubric and Guide for School Teams. It contains example resources that schools can consider within each section of the rubric. Use the example ideas and links as a starting place to review resources and decide on the best next step.

Understanding Families

Examples:

1. Teachers recognize the literacies of everyday life and work to connect classroom instruction with the cultures and interests of families and children.
2. Teachers ask families about their “funds of knowledge” or provide other opportunities for families to share information in order to better understand and appreciate what families value and practice at home.
3. Teacher based teams, Building leadership teams, or District leadership teams - review and redesign (as needed) family engagement for early literacy strategies to promote access to all families.
4. School staff receive professional development on interacting with families and implementing culturally relevant and respectful family engagement practices with families in their school.
5. Teachers are aware of the level of support each family in their classroom would like to have to support their child’s literacy development at home.

Resources:

- Literacy in Everyday Family Life
 - [Seven Research Based Ways Families Promote Early Literacy](#) (Article, infographic, and video)
 - Conversations
 - [Family Dinner Project](#)
 - [230 Conversation Starters for Family Discussions](#)
 - Reading Together
 - [How Parents Instill Reading](#)
 - [16 Shared Reading Tips to Share with Families](#)
- Evidence Based Activities
 - [Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#)
 - [Reframing Family Engagement](#), [booklet](#)
 - Striving Readers Project [Learning Modules](#)
- Funds of Knowledge
 - [Funds of Knowledge Explanation and Tools](#)
 - [Funds of Knowledge Tool](#)
 - [Funds of Knowledge Discussion and Practice for Teachers](#)
- [Redesigning Family Engagement: Creating Opportunity for All Families](#)
- Home-visits
 - [Parent Teacher Home Visits Model](#)
 - [Family Visits 101: Edutopia](#)
 - [Effective Home Visits 101: Teacher Home Visits: Project Appleseed](#)
- Cultural and Language Responsiveness
 - Resource for working with families of English Learners
 - [Reading Rockets](#)
 - [Colorin Colorado - A bilingual site for educators and families of English language learners](#)
 - [Equity Literacy: Seeing and addressing inequities in our schools](#)
 - [Expanding Parent Engagement to Include Culturally Diverse Families: Families and Schools Together](#)
- [Middle School Transitions Resource](#)
- Other [resources](#)

Communication

Examples:

1. There are multiple means for two-way communication with families at each grade level.
 - Videos
 - Printed materials
 - Notes
 - Journals
 - Surveys
 - E-mails
 - Face-to-face conversations
 - Phone calls (smart phone apps: [SayHi](#) and [Talking Points](#))
 - Text messages, [Talking Points translator app](#)
 - Demonstrations
 - Focus groups
 - [Conferences](#), face to face, [student led](#), [family led](#)
 - [Home visits](#)
 - Protocols for communicating are in place. Train families on how to use and establish 2 way communication
 - Example: [105 Communication Protocol](#) , [Example Bungendore Public Schools](#), [Example Reed Schools](#)
 - Technology based apps and social media platforms, Apps, ([Bloomz](#), [Class Dojo](#), [Remind](#), [Talking Points](#), [Seesaw](#)) are used consistently
2. The building has selected one standard way to provide 2-way communication with all families, in addition to teacher and family negotiated communication and training
3. Families of children who are not on track receive personal communication from the teacher about their child's progress. Protocol for RMP in place.

Resources:

- [Early Childhood Communication Resources from the Ohio Statewide Family Engagement Center](#)
- [NAFSCE Communication Toolkit](#)
- [Reframing Toolkits](#) and [research beyond](#) caring for family engagement
- [Reading Rockets building relationships with families](#)
- Technology apps: [Class Dojo](#), [Remind](#), Other technology: Blogs, Podcasts, Videos, Social Media.
- [Partnering with Families to support learners](#)
- [18 Ways to Communicate with Families](#)
- [Jim Knight Better Conversations](#)
- [Communication beliefs](#)
- [Ohio Department of Education Guide to Communicating with Families](#)
- [Ohio's Early Childhood Learning and Knowledge Center Effective Practices Guide](#)
- [8 Ways Teachers and Schools and Communicate with Families](#)
- [Effective communication article](#)
- See [TIES Resources](#), search by topic

- <https://ready4k.parentpowered.com/> text messages to support learning
- <https://www.greatschools.org/gk/milestones/> Welcome to Milestones, a free online collection of videos aimed at helping parents understand grade-level expectations in grades K-12. Milestones show students demonstrating what success looks like in reading, writing and math, grade by grade. High school Milestones shows some real-world skills kids should know as well as the academic ones. Choose a grade below to get started.

Volunteering

Examples:

1. Train reading volunteers so that time with students is coordinated with classroom teaching
2. [Ohio Reading Corps](#) Use this link to encourage community to sign up
3. Have a district protocol and policies in place to recruit, hire, and train volunteers

Resources:

- [Family and Community Involvement in Reading](#)
- [7 Things Volunteers Hate](#)
- [PTO Today Resources for Volunteering](#)

Learning at Home

Examples:

1. All families have the opportunity for clarity and understanding of grade level standards and expectations for literacy learning along with strategies they can implement to support their child's individual learning needs.
 - Workshops, family literacy events, etc. offer demonstrations and opportunities for practice and clearly communicate that families are partners in their child's learning
 - Videos or other resources are shared to provide models for strategies encouraged
 - Information shared is followed by personal contact to offer clarification or more information
 - Teachers connect personally with families of students identified as "not on track" to ensure understanding of their child's literacy goals and ways they can support their child's progress towards those goals
2. All families have access to information, strategies and tools, such as books, web-based resources, writing materials, etc. through multiple means at multiple times.
3. Home literacy experiences are family-friendly and enjoyable for all with a focus on fostering conversation and shared reading and writing opportunities that connect to grade-level and individual learning needs.
4. Home learning activities are encouraged and recognized over time.
5. Partner with families for homework ([TIPS](#)), [Meaningful homework](#)
6. Provide training and a guide to families for learning at home, Example [Cedar Guide to Learning at Home](#)
7. Families are surveyed in order to get feedback on how their experiences can be improved

8. [TIES Center](#) National Technical Assistance Center supporting families and students with disabilities.
9. <https://www.greatschools.org/gk/milestones/> Welcome to Milestones, a free online collection of videos aimed at helping parents understand grade-level expectations in grades K-12. Milestones show students demonstrating what success looks like in reading, writing and math, grade by grade. High school Milestones shows some real-world skills kids should know as well as the academic ones. Choose a grade below to get started.
10. Seek Common Ground's website, in English at <https://seekcommonground.org/family-guides> and in Spanish at <https://seekcommonground.org/guias-familiares>. The guides provide grade level key things kids should be learning for literacy and math as well as helpful resources. Each is customizable for schools, districts or organizations to use as they see fit.

Resources:

- [Day by Day Learning at Home: Family Literacy Calendar](#)
- [Day by Day Ohio: Read With Me](#)
- [National Center on Improving Literacy](#)
- [Teacher's Guide to Supporting Family Involvement in Foundational Reading Skills](#)
- [Learning At Home](#)
- [OCALI](#)
- [Power My Learning at Home](#)
- [PTO Today](#)
- [Springboard for Families](#) (videos and virtual books in English & Spanish)
- [Springboard for Teachers](#) (coaching tools)
- [Interactive Word blending map---LETTER TILES](#)
- [Parent and Caregiver resources](#)
- [Collaboration with families](#)
- <https://ready4k.parentpowered.com/>
- [National Manipulatives for Remote Learning](#)
- [National PTA Family Guides](#)
- [Striving Readers Project Learning Modules](#)

Decision Making

Examples:

1. All families are valued as essential partners in the development of early literacy in both homes and schools
2. There is an opportunity for family voice and participation in planning, implementation, monitoring and evaluation through shared leadership teams (i.e. BLT, DLT, Partnerships for Literacy Team, MTSS)
3. Teachers ask families for their feedback on how they believe their child is progressing during planned and informal contacts
4. As much as possible, teachers use parents' ideas for how to meet their child's learning needs in the classroom
5. Family surveys, home inquiries, etc. are used to make decisions and collect data

Resources:

- [Academic Parent Teacher Teams](#)
- [Healthy Communication on Teams Reflection Tool](#)

Community Collaboration

Examples:

1. The school provides resources for language and literacy development to support all members of families by:
2. Reaching out to the families of infants, toddlers, and preschoolers among their students and the community. Providing events, training and resources to support language and vocabulary development as well as phonological awareness and concepts of print.
3. Participating routinely in the Early Childhood Child Find process with local Head Start and Board of Developmental Disabilities and providing those agencies with information and assistance for families.
4. Contacting agencies that provide Adult Basic Literacy Education (ABLE), GED preparation classes as well as other two-generational family literacy programs.
5. Co-sponsoring local library programs to support adult learning and family literacy.
Example Vista Elementary School, [Community Collaboration Night](#)

Resources:

- [National Center for Families Learning](#)
- [Red Treehouse Resources](#)
- [Ohio Department of Education Models of Family and Community Engagement](#)
- [Reading Rockets: Family Literacy Programs](#)
- [Ideabook: Libraries for Families](#)
- [Guiding Principles to Partnerships](#)
- [National Network of Partnership Schools](#)

- [OCALI](#)